

# Little Achievers Day Nursery

Chatburn Road, Ribbleson, Preston, Lancashire, PR2 6BJ

<b>Inspection date</b>	05/09/2013
Previous inspection date	24/08/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff have a good knowledge of how young children learn. This enables them to provide a range of experiences and activities that support them to become active learners.
- Children's communication and language is well supported. Children have lovely conversations with each other and the staff. They enjoy the company of the friendly staff team, who sit with them and join in their play.
- Children enjoy and benefit from the free-flow access to play outdoors and be physically active. This helps support their understanding of a healthy lifestyle and develop physical skills.
- Children build strong relationships with their key person along with all staff as they provide genuine warmth and affection. Partnerships with parents, carers and other professionals are strong and as result, children make good progress in their learning and development.

### It is not yet outstanding because

- There is scope to increase support for children's understanding that mathematics is more than counting, through introducing more opportunities and resources that will encourage them, for example, to measure, weigh and recognise shapes.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector spoke with the lead practitioner, staff and children throughout the inspection.
- The inspector carried a joint observation with the lead practitioner within the main playroom.
- The inspector looked at documentation. This includes children's records, policies and staff files.
- The inspector looked around the setting, including the outside areas.
- The inspector carried out observation of the children during activities.

## Inspector

Sandra Harwood

## Full Report

### Information about the setting

Little Achievers Day Nursery was registered in 2003 on the Early Years Register and the compulsory part of the Childcare Register. It is one of five settings run by the Rosy Apple Childcare Ltd. It is situated in a single-story, purpose-built building. The nursery serves the local community in the Ribbleson area of Preston and is accessible to all children. It operates from three playrooms and there are enclosed garden areas available for outdoor play.

The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications ranging from level 2 to level 6. The lead practitioner holds Early Years Professional status. There are also two members of support staff. The nursery has achieved Investors in People and the Step into Quality award.

The nursery opens Monday to Friday, all year round from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 60 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- increase the range of opportunities and resources for children to access and explore that support them to understand all areas of mathematical language and learning.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The nursery provides an interesting and bright environment for children. Children have space to enjoy their play and become active, motivated learners as they move freely between indoors and outdoors. Staff plan a wide range of activities and experiences for the children. They use their knowledge and experience well to make sure all areas of learning are planned for and the good range of resources is used. Their good knowledge of the children means that all the children are challenged and interested in the activities. Staff use questions that encourage children's thinking skills. They join in appropriately in activities led by children and adults. As a result, children eagerly join in the activities available and they are prepared well for school. Parents and children spend time in the nursery, getting to know the staff and other children before they start in the nursery. This

gives parents the opportunity to inform staff of their child's welfare requirements and what they can do. This is complemented with written daily communication books. Consequently, parents are effectively informed of the experiences their children have enjoyed, involving them in their children's learning.

Staff undertake regular observations, assessments and identify next steps in children's learning to support their progress. Planning revolves around topics and themes that are carefully linked across all areas of learning and key persons incorporate children's individual needs. Regular progress checks, which include the progress check at two years are in place and include all those involved in children's learning processes.

Staff are very responsive to the needs of the children. For example, when a group of children are playing in the sand pit, one child tells the staff that there is no bucket, so more buckets are added to ensure they have one each. Another member of staff responds to a child's interest in a sound heard outside. It is identified as a lawn mower and the child is able to see where the noise is coming from. When the lawn mower moves out of view, the staff and child move to enable this interest to be followed at the child's pace. Other children spend time pouring water down the drainpipes, watching as the water moves along and down. Children show their concern for others and the importance of sharing, as they make sure those joining the activity have cups to enable them to join in.

Staff foster children's communication and language very well. They engage children in conversations, babies and staff exchange babbles as staff copy and extend the babies language skills. For example, when someone enters the room, staff acknowledge the babies interest and uses the person's name, telling them what the person is doing. This helps develop babies understanding of others and helps them to begin to understand that words have meaning. Children demonstrate their understanding that marks have meaning as they confidently tell visitors what they have drawn or written, for example, 'This is an octopus'. In the story den, children choose a book and retell the story, pointing out the important areas to make sure everyone understands. Children spontaneously introduce counting in their play, however, opportunities to explore other mathematical concepts are less well developed. This means that children's understanding is not supported.

Staff provides children with a wide range of materials, resources and sensory experiences to enable them to explore textures and media. For example, fake snow offers children the opportunity to feel the texture and outside, children make mud pies in the mud kitchen. Babies explore a range of textures and watch themselves in the mirrored den. They show great enjoyment as they sit with staff building and knocking down bricks. Staff develop babies understanding of colour and counting as they build. For example, naming the colour of the brick and counting as they place one on top of the other. The older babies repeat what is said, while the younger babies laugh as the bricks fall down when they put another brick on.

### **The contribution of the early years provision to the well-being of children**

Children build strong relationships with their key person along with all staff as they provide genuine warmth and affection. They show an interest in the children, listening

attentively and swiftly meeting their personal needs. All children, including babies show a strong sense of security and belonging within the setting. Children's self-esteem and confidence is well supported. Babies are made to feel secure through lots of physical contact, continual verbal interaction and reassurance. Older children play cooperatively and happily follow activities independently, not dependent on staff support or involvement of others. Consequently, they demonstrate growing levels of concentration. Toddlers are supported to play alongside their peers as they develop social skills, such as sharing and turn taking. Older children invite their friends and staff to join in their play, this demonstrates that they feel safe and secure in setting.

Good role models and gentle age-appropriate explanations enable children across all age ranges to be respectful, polite and play well with their friends. Children demonstrate polite and cooperative behaviour as they follow the positive adult role models. They respond positively to praise and encouragement, which gives them confidence and motivation in what they can do. This means that they are developing the skills to become effective learners and prepare them for school.

The planning of the environment supports children in their learning; every area is accessible and meaningful to children. For example, all equipment is stored at child-height to enable children to choose equipment they want to use and is well supported through the free-flow play. Children's social skills are developing because staff acts as good role models, for example, they sit together at mealtimes, give gentle reminders if required about manners. Staff support the children as they demonstrate how to use cutlery correctly, however, they are very aware of cultural influences and accommodate these effectively.

Children show their understanding of how to keep themselves and others safe. For example, at lunchtime, children inform staff about the use of knives and how they are used for cutting and not to put in your mouth because it will cut you. Staff further ensures children's safety as the whole nursery practise fire evacuation regularly, this increases children's awareness of what to do in an emergency. A range of healthy meals and snacks compliments children participation in a range of physical activities. These, together with conversations about being healthy, develop understanding of healthy lifestyles. Children's independence and self-help skills are promoted as staff encourage and support them. For example, staff work with parents during toilet training time. A variety of resources and activities reflect positive images of the world the children live in. Children, who have English as an additional language, see their home language displayed around the nursery to support their developing confidence in the use of English language and understanding.

Transition within the nursery supports children's emotional well-being very well. The settling-in and room transitions are completed at the child's pace. This is well supported through the layout of the nursery as children across the age ranges have opportunities to come together. Good links with local schools and exchange of information support children well as they move on to school.

**The effectiveness of the leadership and management of the early years provision**

Clear policies and procedures demonstrate the setting's commitment towards the welfare of children in the setting. Staff are aware of the procedures to follow with regards to recording and reporting any concerns relating to children's welfare and safety or of adult behaviour. Supervision of all children is good within the indoor and outdoor areas and staff work well together to ensure they are safe. Thorough risk assessments enable the children to explore their surroundings in safety.

Robust procedures are in place for the vetting, recruitment and induction of staff by the lead practitioner and ensure children's welfare is effectively promoted. Staff performance is monitored through an effective programme of supervision, appraisal, team meetings and ongoing training. These are used effectively to improve practitioners' knowledge and put into practice to support children and move the nursery forward. The deputy lead practitioner effectively oversees and evaluates the planning and activities across the nursery, in order to improve the quality and range of activities on offer.

A discussion with the lead practitioner and providers highlights their understanding and commitment to protecting children's welfare. The lead practitioner and providers are considering ways to adapt information gathered when families start to gain a clearer picture.

Partnership with parents is well established. The lead practitioner continually strives to engage parents, for example, information and newsletters are translated into the home languages of parents, who have English as an additional language. The recent introduction of emails and social media encourages parents to be involved in their children's learning. Staff are very welcoming and friendly when parents arrive with their children and have a verbal update to discuss children's needs along with written communication. Written feedback and parents spoken to say their children are very happy in the setting, comments, such as 'I wish I could take the nursery and staff with me. They really support you'. These partnerships continue to develop through special events, such as grandparents' day to encourage the wider family as well as parents into the setting and be involved in children's learning.

Staff identify children's need for additional support as early as possible; they share information with colleagues and parents. They use the well-established and good partnerships with external agencies to ensure that each child gets the support they need. Although, no children attend other providers, the staff are very aware of the need to be proactive to ensure children receive continuity of care and learning. Self-evaluation is well established and used to identify areas for improvement. The lead practitioner gathers feedback from staff meetings, the exchange of information and ideas with other nurseries within the group. Parental input is encouraged through a range of ways, for example, annual feedback and continuous access to flipcharts encourage parents to air their views. These, all feed into the setting's ongoing evaluation, which is used to continually make improvements.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY272198
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	931389
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	59
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Rosy Apple Childcare Ltd
<b>Date of previous inspection</b>	24/08/2011
<b>Telephone number</b>	01772 704 664

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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